Note from the Chair

This edition of the SPI newsletter includes a look back at some moments from our department's history. You’ll find great pictures of Spanish and Italian life at Wake Forest throughout its pages. Languages have been a part of the WFU liberal arts education from the beginning, but Spanish and Italian didn’t appear for some time. The earliest WFU language requirement was for classical Latin and Greek -- the “modern” languages, German, French, and English were added later and became their own department in 1880. Spanish was the next language offered, and records show that ONE student took Spanish in 1901! By 2019, one hundred and twenty years later, Spanish classes enroll over 1000 students per year. With the university’s acquisition of a beautiful house on the Grand Canal in Venice, Italy in 1971, the romance languages department decided to offer Italian, and Mrs. Bianca Artom began teaching elementary Italian in 1974 and was the first director of the Venice House study abroad program. In Spanish, the study program in Salamanca, Spain began also in the 1970s and has just celebrated its 40th Anniversary this past June 2018. The 1970s were good years for languages, and students could live in the Spanish or Italian houses in the Mews of Graylyn Estate. Today, students in Spanish and Italian can pursue a major in Spanish, minors in Spanish and Italian, and 6 different concentrations or foreign area studies programs. Looking back, we’ve done so much in a little over a century--let’s see what the next one brings!

- Anne Hardcastle
Chair

(adapted from "History of the Department", departmental program review, 1982)

WELCOME NEW FACULTY!

Miriam Romero (Visiting Assistant Professor, SPA)

Miriam Romero is a Visiting Assistant Professor. Her research interests encompass literature and culture from Latin American countries from the 20th and 21st centuries with an emphasis on Borderlands’ Literature and Theory, diaspora, and immigration. She is also interested in creative writing. Her creative work has been published in several literary magazines from different countries.

John Welsh (Assistant Teaching Professor, ITA)

John Welsh graduated from Notre Dame in his hometown of South Bend, Indiana before attending graduate school at UVA and Harvard. He has lived in Winston-Salem since 2013 with his wife Alison, primarily working in the local newspaper industry. John’s non-scholarly interests include listening to podcasts, singing Bob Dylan songs, and cuddling with his miniature dachshund, Olive.
For the 16th World Youth Day, **Prof. Olgierda Furmanek (Spanish)**, Director of the Interpreting and Translation Studies Program, was appointed chief-interpreter and team leader by the Organizing Committee and the Vatican Dicastery for Laity, Family and Life. The event is organized every three years by the Catholic Church for young people and is held across the globe. Prof. Furmanek’s role was to help select, train and coordinate the 40 volunteer interpreters (including SPI’s own Ana Grace Guercio, see Student Spotlight), young people, priests, seminarians, and other religious figures.

**Prof. Tiffany Judy (Spanish)** recently published a peer-reviewed, co-edited volume titled *Meaning and Structure in Second Language Acquisition*. The volume itself is a Festschrift meant to honor an academic mentor, in this case Roumyana Slabakova, whose former students, including Prof. Judy, contributed to the collection of articles. Prof. Judy’s chapter examines a recent hypothesis developed by Slabakova concerning difficulties in second language acquisition. Citing Slabakova’s dedication to the academic formation of her students, especially to females, Prof. Judy strives to carry on her legacy here at Wake Forest.

**Prof. Sol Miguel-Prendes (Spanish)** has been awarded the Gale Family Fellowship as part of the WFU Faculty Fellowship program, which honors the university’s best teacher-scholars. The fellowship carries an annual stipend to support her work in teaching, research, and professional development. ¡Enhorabuena, Profe Miguel-Prendes!

**Prof. Roberta Morosini (Italian)** published a new book last fall titled *Dante, il Profeta e il Libro* (L’Erma di Bretschneider, 2018). Professor Morosini studies the role of the Holy Book in the legend of the bull in the Divine Comedy and in particular in Inferno 28 and in Filippino Lippi's *The Adoration of the Golden Calf*. On Friday, March 8th, Prof. Morosini was also the keynote speaker at the California Interdisciplinary Consortium of Italian Studies Conference (CICIS) at Stanford University, where she presented a paper titled "Tra’ discordanti liti: Maps and Literary Geographies of the Italian Trecento.”
Prof. Carmen Pérez-Muñoz (Spanish) received an Innovative Teaching Award this year. Prof. Pérez-Muñoz was recognized for her work with Wake Forest students in her class, Spanish for the Medical Professions. Her goal was to prepare students to be able to interact with Spanish-speaking patients in linguistically, culturally, and professionally effective ways. She reorganized the course to follow the organization of a medical interview and focused on topics like how to give bad news, mental health, and nutrition.

Prof. Teresa Sanhueza (Spanish) was presented with the Dandelion Award (aka “the Dandy”) in the fall. This award recognizes someone who has demonstrated dedication and commitment in interdisciplinary performance work at Wake Forest. Prof. Sanhueza’s recognition is inspired by her advocacy in encouraging Spanish and Theater students to bring Spanish scripts to life. She has also been instrumental in inviting guest speakers whose works span Spanish and theater.

Prof. José Luis Venegas (Spanish) published a book last fall titled The Sublime South: Andalusia, Orientalism, and the Making of Modern Spain (Northwestern UP, 2018). Professor Venegas “explores Spain’s shifting engagements with oriental identity and otherness by looking, not just beyond national, ethnic, and racial borders, but at a territory that is institutionally embedded in the nation-state while symbolically placed between inclusion and abjection.”

SPI Faculty Members Awarded Promotion/Tenure

Congratulations to Prof. Tiffany Judy for her promotion to Associate Professor and to Prof. Silvia Tiboni-Craft for her promotion to Associate Teaching Professor!
On Saturday, February 10th, **Professors González, Gutiérrez, Judy, and Miller (Spanish)** accompanied students to the 2019 SLINKI Conference at UNC Chapel Hill, where they presented 4 undergraduate Linguistics presentations. Two former WFU students presented work from their respective MA and PhD studies. Both current and former students are testaments to the Interdisciplinary Linguistics Program, the Spanish & Italian Department, and the culture of research we promote here at WFU.

The American Association for Italian Studies (AAIS) organized its annual convention in March 2019 at WFU at the new Wake Downtown campus. As the largest academic body for professors and scholars of Italian and Italian culture, the scope of the conference was not only to reach far beyond the research and teaching of the Italian language, but also to include areas such as art, art history, music, history, film, literature, and popular culture, as well as Italy’s influence on and interaction with other cultures. The conference was organized this year by **Prof. Rémi Lanzoni (Italian)**. The main keynote address was delivered by Millicent Marcus (Yale University) on modern Italian cinema. Special guest, Igiaba Scego, one of Italy’s upcoming novelists, journalist & fellow at the Venice Center for Humanities and Social Change, led the plenary session with a talk on the challenges of being an Afro-Italian writer. Finally a second group of special guests, Antonio Nicaso (Queen’s University) and Nicola Gratteri (Head Prosecutor in the Calabria Region) made a compelling case for their twenty-year long career and collaboration in their mutual fight against the Mafia in Calabria.

¡Gracias!
We would like to thank the following students for their help in making SLINKI a success.

Madison Bloomfield
Taylor Brockman
Michael Davern
Anna Grace Guercio
Jack Runge

Photos from AAIS
Maddie Arnel (Italian) presented her paper titled "History that She Wrote" at the Undergraduate Research Forum at SAMLA in Birmingham, AL on November 2nd, 2019. Maddie was mentored by Dr. Silvia Tiboni-Craft.

Justin Browning (Italian) was selected to participate to the competitive SITE program. The SITE places graduating seniors at schools across Lombardy. In October 2019, Justin will be moving to Legnano, and he will be teaching at Liceo Scientifico Galileo Galilei until May 3, 2020.

Anthony DeVincenzi (Spanish) and Samantha Strelzer (Spanish) are recipients of the Richter Scholar award. The Richter is the largest single award on campus for the purpose of independent study. Students are encouraged to pursue enriching, broadening projects that have the promise of being life-changing. Anthony will carry out his research in Cuba, and Samantha will carry out hers in Spain.

Caroline Gardner (Spanish) received a Fulbright to teach English in Spain during the next academic year.

Anna Grace Guercio (Spanish) interpreted for the National Panama TV network for the 16th World Youth Day after passing competitive exams against qualified youth from around the world. The signal was broadcasted across the globe, and many TV stations purchased the signal for broadcast. Anna Grace covered all the main events with the Pope (approx. 2-3 hrs. each) while taking turns with the other interpreters in the booth. This work was part of Anna’s Spanish interpreting internship.

Ilaria Lampson (Italian) was chosen as the 2018-2019 NIAF on Campus Fellowship Program representative, and she worked along with Dr. Silvia Tiboni-Craft on organizing two events titled “Food and Identity” and “Italian-American Stories” (see page 15) to promote Italian culture among Wake Forest University and Winston-Salem communities.

Savarni Sanka (Spanish) hosted a panel discussion titled "Nicaragua's Second Revolution?: Interpreting the Current Crisis." The panel, co-sponsored by the Department of History, centered on the civil unrest that broke out in Nicaragua following anti-government protests in April of 2018. Featured on the panel were Professor Mir Yarfitz, Professor Luis Roniger and Savarni Sanka, who shared her experience studying in Nicaragua last summer during the civil conflict. Two Nicaraguan student-activists also called in from Nicaragua to speak about their roles leading the anti-government movements. Kayleigh Zeeff, a graduate student in Wake's Interpreting and Translation program, served as an interpreter at the panel.

Spanish majors Rachel Schwam and Melisa Yuce are this year's recipients of the Ruth Foster Campbell Award for Excellence in Spanish. This award recognizes the most outstanding majors from each year's graduating class. ¡Enhorabuena, Melisa y Rachel!

Jeannie Smith (Italian) was accepted to the The Middlebury Italian Language School which hosts a seven-week long summer program that takes place at Mills College in Oakland, California. The courses vary from literature and film to improving grammar and syntax. The Middlebury experience is unique due to its dedication to the “Language Pledge,” a written commitment signed by every participant to exclusively use Italian for the duration of the program!
Megan Elwood  
(Spanish, ‘20)  
Currently in Salamanca, Spain  

**Why did you choose to study abroad?**

Once I was accepted into Wake Forest, I always knew I wanted to go to a Spanish-speaking country to improve my Spanish fluency because I have always loved the language and wanted to be bilingual. When I found out about the Salamanca program, I knew it was perfect for me because it’s an all-inclusive immersion program, and I’ve always wanted to travel to Europe.

**How would you describe your host country?**

When most people think of Spain they have a few stereotypes that come to mind, but I’ve come to see that, just like the United States, it’s an incredibly diverse country. Also, it’s a country that’s very rich in culture. While walking the streets of Salamanca and the other cities we’ve visited, you can feel the history through the art and the architecture, something that you don’t feel in the U.S.

**Would you share any funny anecdotes with us?**

A few times one of my friends on the program said that she needed to "make her luggage" instead of saying that she needed to "pack" because she had accidentally literally translated "hacer la maleta," meaning "to pack," from Spanish back into English, and at first neither of us even noticed, but it was really funny once we realized what she had done.

**How has studying abroad shaped your academic and personal development?**

Academically, not only have I been able to take multiple necessary courses for the Spanish major while in Salamanca, but my Spanish abilities have also improved an incredible amount through immersion. Personally, this is the second time I have studied abroad and, through the opportunities to travel to many new countries and get out of my comfort zone, I have become more confident and independent as well as becoming much more confident in my Spanish fluency.
STUDENTS ABROAD

Meghan Pressimone
(Spanish, ‘21)
Currently in Salamanca, Spain

What is a typical day like for you in your host country?
My day always starts with my host mom making me toast. I walk to my morning classes, lounge for a bit and do work before a filling 2:30 lunch. I usually take a food-induced siesta and go about my afternoon catching up on work in the Centro, going on a run, or meeting with the group for culture-related activities, whether they be chats with Salamanca students or tours of the city. After a 9:30 dinner, I might grab a drink with friends, sit for an hour talking with my host family, or hop right into bed. Weekends completely vary; I can be meandering around the city, grabbing food and visiting museums one weekend and traveling to another part of Spain or Europe the next!

What cultural differences have stood out most to you?
From my experience, the people I’ve come across in Spain are far more open to engaging in controversial conversations than what I’m used to in the US. From my host family to friends from Salamanca that I’ve made, there are almost no topics that are taboo. Conversations can in fact get heated, where voices are raised and hands wave about in distinctly Spanish gestures, but the best part is that those conversations come and go so easily that, despite the heat, it’s rare that contempt or grudges are held in the aftermath. A conversation is a conversation, and once it’s over, the parties go about their day just as they had before. It’s something that I now find pretty refreshing and commendable, even though I definitely needed to put on a bit of thick skin and face such conversations in the straight-forward way that seems more common in Spain.

Would you like to share any interesting or funny stories with us?
Spain is so much more relaxed when it comes to cursing, so words that are considered quite strong in US English are thrown around casually in Salamanca. And, when learning a language, it’s natural to adopt exclamations and interjections with the goal towards fluency. Unfortunately for us, we went a bit of time without fully grasping each meaning within the gamut of expletives. One member of the group, who strongly avoids cursing in English, was horrified to realize that she had been cursing freely in Spanish for weeks. Our Spanish professors didn't bat an eye, but she felt so bad for letting those words slip! On the flip side, at a group dinner I said something I thought was casual that in reality was pretty foul, as indicated by the stunned expressions around the table. I had no clue, so I was pretty embarrassed when someone corrected me. However, in these instances, it's understood that we're learning, so we laugh, learn for next time, and move on.
Peter Malkin  
(ITALIAN, ‘21)  
SORRENTO, ITALY, 2019  

WHAT IS A TYPICAL DAY LIKE FOR YOU IN YOUR HOST COUNTRY?

I have lived in the same town for my entire life, and the culture here at Wake is not significantly different from my high school. This has given me a desire to seek experiences in which I can expose myself to a way of life completely different from what I have grown up with. Going abroad was the perfect way for me to accomplish this, while at the same time making great friends with other Wake students. Going to a country where most people do not speak fluent English was also a reason I choose to study in Sorrento, as I wanted to be forced to use Italian as much as possible.

WHAT ARE YOUR MOST MEMORABLE MOMENTS OF YOUR ABROAD EXPERIENCE?

My most memorable moments abroad were having dinner with my host family, especially on Sunday nights. My host dad worked late during the week, so the only times all six of us (my host parents and four Wake students) could eat together were the weekends. My host mom would prepare amazing, traditional Italian dishes, like sausages or pasta with eggplants, and we would all sit and chat about life and our time abroad. It was so enlightening to learn about my host mom’s and dad’s lives and share stories about our different experiences. These were some of the most genuine conversations I had while abroad. One of my roommates celebrated his birthday there, so I got to experience an Italian birthday dinner with homemade dessert and sing “Happy Birthday” in Italian. Most nights after dinner we would all watch TV together, typically soccer as the World Cup was going on, and continue the conversation. By the end of the trip, I truly felt like I could call them my parents.

HOW HAS STUDY ABROAD SHAPED YOUR ACADEMIC AND PERSONAL DEVELOPMENT?

I entered Wake with no desire to pursue taking a foreign language past the required level. While abroad I fell in love with the Italian culture and language, which convinced me to become an Italian minor. I am now planning to go back to Italy to study abroad a second time for a full semester. I have truly gained an appreciation for the Italian culture and people, especially through living with a host family. This has broadened my world view and has given me insight into how other people live. Being forced to speak in Italian also helped me become a more confident person willing to make conversation with others. My speaking skills were very rudimental when I first arrived, but certain situations like asking for directions or ordering at a restaurant allowed me to gain more confidence using the language. There was one instance when I was sitting on the beach, and the man sitting next to me and I started talking for about twenty minutes all in Italian about our lives. Connecting with other people in a foreign tongue is an extremely rewarding experience.
Prof. Silvia Tiboni-Craft’s (Italian) ITA 212, Exploring the Italian World, is pictured below conversing in Italian via Skype with people from Italy on several topics studied in class such as immigration, food and identity and the Italian job market.

Prof. Roberta Morosini’s (Italian) ITA 320 class, Advanced Conversation and Composition, is pictured while presenting their class project on Italo Calvino’s book *Invisible Cities* at the Hanes Gallery during Giovanni Cestari’s exhibition titled "City of Broken Shadows".

SPI joined with the Department of Music to sponsor a concert by the Flamenco Nuevo group, the Maharajah Trio. These new-style flamenco musicians visited with Spanish Prof. Hardcastle’s and Prof. Swier’s class and gave a lesson on flamenco palmas. ¡Olé!

Cristina García shares her work & story with an engaged audience (see page 14).
Four students in **Prof. Jane Albrecht’s (Spanish) SPA 312, Page, Stage and Performance**, were the first on campus to use the new Wakerspace for their class projects in the fall on Cervantes’s *El retablo de las maravillas* and Solórzano’s *Los fantoches*. With the help of assistant director Paul Whitener, they acquired all the materials they needed, built and assembled on site at the Wakerspace facility, and even learned a new skill—soldering! Also, in Prof. Albrecht’s SPA315, *The Making of Spain*, two groups of students used Wakerspace to construct either a card or a board game designed to review material covered in the second exam.

**Professor Pérez-Muñoz’s (Spanish) SPA 328 course**, Spanish for the Health Professions, presented their research projects on Latino health this spring. Their research objective was to bring awareness to the center of healthcare concerns affecting the Spanish-speaking community in the United States. Topics included accessibility, health insurance, mental health, and other challenges that student-presenters explored throughout the semester.

**Professor Swier's (Spanish) SPA 280 class** presented their online magazine of their hard work during the semester at the Student Forum. Presentations ranged from topics on poetry to food deserts.
Sarah Bischoff (Spanish ‘17)

**Why did you choose to study Spanish at WFU?**

I had already taken Spanish for 4 years in high school and my first Spanish professor at Wake, Alison Atkins, encouraged me to continue my studies in college and made me feel at home in the department.

**How has studying Spanish at WFU contributed to your professional or personal goals/accomplishments?**

Because of my Spanish major, I was able to intern at a small consulting firm in Madrid, and now I’m working at a large consulting firm post-college in Washington, D.C. because I had that experience!

**Which were some of your most memorable professors or classes?**

Spanish Linguistics with Jerid Francom. My strong English accent had always been my biggest challenge in becoming a fluent Spanish speaker, and this class really pushed me and got me out of my comfort zone in order to improve my accent. It was also so interesting to learn about all of the different accent variations that exist between different Spanish-speaking countries!

**What are your future plans?**

I am currently living in Washington, D.C. and working in management consulting. While I don’t yet know exactly what the future holds, I’m currently loving living in D.C. and hope to continue to get more involved in the community there!

**Are there any faculty members who had a positive influence on you?**

All of my Spanish professors impacted me in some way, but there are a few that will always hold a special place in my heart: Alison Atkins, Encarna Turner, Irma Alarcón, and Teresa Sanhueza.

**Is there anything else you would like to add to your response that you feel the Spanish & Italian Department should know?**

Thank you so much to all of my professors that I had in the Spanish Department. My Spanish major is one of my fondest memories of Wake Forest and you taught me so much!
Rose O’Brien (Politics & Int'l Affairs, Italian ‘18)

Why did you choose to study Italian at WFU?:

I chose Italian because I was moved by a magical trip I had to Venice with my grandmother when I was 13 years old. Years later, while I was applying to college, I visited the classroom of Dr. Silvia Tiboni-Craft as she was teaching an introductory Italian class. I was enamored by her enthusiasm, the beauty of the language, and I wanted to join in on the fun. When I matriculated at Wake Forest, I enrolled in Italian classes immediately and eventually received a minor in Italian.

How has studying Italian at WFU contributed to your professional or personal goals/ accomplishments?

Studying Italian has been a life-changing experience in every aspect of my academic and personal life. The department was an integral part of my college experience, and encouraged me to pursue many different routes, including work with refugees in Italy and here in Winston. Now that I live in Italy, I can thank Italian at WFU for setting a foundation for my current work, the success of my friendships with Italians, and the basis of cultural understanding I gained at Wake.

Which were some of your most memorable professors or classes?

I especially loved the atmosphere of the 3-student Boccaccio class I took with Dr. Morosini, which never failed to make me laugh or give me a modern lesson from a medieval text. Given that there were just a few minoring seniors in my graduating year, we became like a little "Italian department family" and that made all the difference when studying and learning to make mistakes in front of each other. That was the first class where I finally felt I was able to express myself on complex topics like literature analysis.

What are your future plans?

After I finish the Fulbright Grant in Sardinia, Italy, I will return home to apply for jobs in international development throughout the Southeast US. I hope that I can continue to find Italian communities in the United States to continue my appreciation of the language and culture (and food!!).

Are there any faculty members who had a positive influence on you?

I have to especially thank Dr. Tiboni-Craft for all the events, such as the Italian cooking in Campus Kitchen and also being my research mentor for the Richter Grant, and recommending me for the Fulbright experience I’m doing now. She was the cornerstone of my Italian experience and one of my greatest mentors throughout all of college.

Is there anything else you would like to add to your response that you feel the Italian Department should know?

GRAZIE MILLE a tutti i professori d’italiano! You can’t know how grateful I am for the hard work and liveliness you bring to Wake Forest. I only hope that the school values your efforts and more students sign up for Italian classes, as it can only have a good impact on their lives in college and beyond.
Welcome New Majors & Minors!

February

Armstrong, Ellie
Barnes, Madeline
Black, Gavin
Blekhman, Max
Bott, Samuel
Butts, Carson
Cantoni, Danielle (ITA)
Capanna, Isabella (ITA)
Cassisi, Nicolina
Clough, Rawson
Cohen, Anne
Collins, Addison
Conway P., Nuala
Conwell, Gus
Cousin, India
Cox, Madeline (ITA)
Cummins, Amanda (ITA)
Cutter, Naomi
Davis, Abigail
Deutsch, Darby
DeVincentis, Anthony
Dobson, Deja
Dodd, Allison
Doyle, Julia
Dudley, Jordan
Fatemi, Caroline
Ferguson, Kelly
Forrester, Fiona (ITA)
Gallagher, Paige
Gielincki, Lauren
Goldman, Tyler
Gomez, Yorjannys
Gonzalez, Maria
Graham, Natalie
Gronberg, Matt.
Haggerty, Elizabeth
Jorizzo, Melina (ITA)
Kieser, Frederick
Koduah, Adwoa
Koontz, Caroline
Kozlowski, Eva
Kunz, Brady
LaHaie, Dillon (ITA)
Ledford, Ashton
Lizza, Cameron (ITA)
MacNeil, Grace
Malkin, Peter (ITA)
McFarland, Addy
Means, Julia
Medlin, Claire
Millhon, Lydia
Mooring, Sydnei
Moorman, Garrett
Morris, Lane
Mottern, Meredith
Mudry, Vera (ITA)
Mulvey, Cameron
Murmello, Allison
Norotsky, Rachel
Oliver, Benjamin
Pressgrove, Laura
Purohit, Anjali
Pylypec, Victoria
Reilly, Alexa
Rowland, Taylor
Ryan, Jennifer
Schapiro, Lydia
Scheer, Lily
Schneider, Coby
Schulberg, Haley
Schweitzer, Emily
Sherrill, Amari
Silva, Johanna V.
Silveira, Sofia
Starr, Olivia
Stendig, Spencer (ITA)
Strelzer, Samantha
Swimmer, Caroline
Taylor, Emma
Trentham, Emmie
Von Bargen, Katie
Wahrhaftig, Steve (ITA)
Wester, Grace
Wiley, Aidan

In the past, students who studied Romance Languages lived in language houses at the Graylyn Estate. Spanish students were housed in Granada, while French students lived in Bernard Cottage until 1983 when they were moved to Lovett House at the corner of Reynolda and Polo Roads.

Italian House, 1990: Doug Nesbitt, Kristina Andronica, Kristin Ribsi, Joe Divestea (The Howler, 1990)

In the fall, Cristina García gave a talk to WFU faculty and students about her life and work, which traced the destiny of Cuban expatriates linked to Cuba and the trauma of multigenerational families challenged by separation.

Hundreds of students were involved in the ongoing 34,000 Pillow Project, which Professor Linda Howe organized across the community and campus. The project is a national response to immigrant detention by artists Alejandro Figueredo, featured in the exhibition Cubans: Post Truth, Pleasure and Pain, and Cara Megan Lewis (together known as Díaz Lewis). The artists in partnership with community participants, WFU students and faculty, Sawtooth artists, and SECCA created pillows from donated clothing from undocumented immigrants and their allies to form a collective patchwork of individual experiences. The pillows will be made into an installation to create awareness of the immigrant crisis and specifically the 34,000 beds that the US Government mandates for detainees.

Sigma Delta Pi celebrated its initiation ceremony in the spring. Among its new inductees were students Caroline Caporella, Anne Cohen, Christopher Crafton, Michael England, Alexandra Kratochwill, Addison McFarland, McKenzie Needham, Zoe Rogers, Jennifer Ryan, Caroline Samuelson, Jacquelyn Marie Sharpe, and Aidan Wiley. Sigma Delta Pi’s current officers are Emma Gibens (secretary), Sally Hayes (president; not pictured), and Emma Merlin (vice-president).
On April 4th, Italian students and faculty gathered in the Choral Room of the Scales Fine Arts Center for La serata italiana, a celebration of Italian music! The evening included live performances from current and former Italian language students -- including Brianna Coppolino, John Holley-Reid, and the Cabiness brothers, Parker and Caleb -- and members of the faculty, pianist Thomas Turnbull from the Department of Music and Spanish and Italian’s Professor John Welsh. Attendees were also treated to dessert from Café Gelato on a lovely spring night to conclude what will hopefully become an annual tradition!

Students studying abroad in Salamanca were in for an unexpected surprise when they happened upon the prime minister of Spain, Pedro Sánchez, who was visiting Lleida Cathedral in Catalonia, Spain. While exiting the cathedral, the prime minister approached WFU students and, after asking them where they were from, conversed with them in English & Spanish. Students Meghan Pressimone and Megan Elwood describe the event as unforgettable.

Ilaria Lampson (Italian), the 2019 NIAF on Campus Fellowship representative, organized “Italian-American Stories” this spring. This event, held at Reece Gallery in Benson University Center, brought together students from WFU and members of the Winston-Salem community to narrate their families’ stories through a photographic exhibition.
The GKA Italian Honor Society induction ceremony was held on Friday, April 26. This year six students were inducted: Pat Dowling, Fiona Forrest, Melina Jorizzo, Ilaria Lampson, William Morgan and Vera Mudry. Also, Sam Sabin ('17) was inducted as an honorary member for his contribution and dedication to the Italian Program.


The Media Outreach Team (MOT) will present the third issue of DIALOGO for the 2019-2020 academic year on April 29, 2020. Please submit news items here or contact Bruce Cole (colebm@wfu.edu) by Friday, March 27.
Crossword Puzzle
This puzzle is also available online at:
https://crosswordlabs.com/view/crossword-puzzle-5207

Across
7. Where is the most famous Roman aqueduct in Spain?
8. the bear and tree are symbols of this Spanish city
11. famous Italian poet who wrote La Divina Commedia
12. family that ruled Florence throughout the Renaissance, influencing its art & culture
14. white cornmeal cakes popular in Venezuela and Colombia
15. coffee flavored Italian dessert
16. birthplace of Renaissance (English spelling)
18. Where is the tourist attraction Punta del Este?
22. birthplace of Columbus (Italian spelling)
23. type of boat common in Venice
25. nickname for Costa Ricans
26. What country in Central America is called the land of lakes and volcanoes?

Down
1. country that expelled Italians in 1970 in what was known as the Day of Revenge
2. Mexican term for a blonde person
3. currency once used in Italy
4. nickname for a native of Buenos Aires
5. one of two independent states within Italy
6. origin of pizza (Italian spelling)
8. strait that separates Sicily and the south of Italy
9. famous Michelangelo sculpture
10. city in Sicily known for its ancient ruins (Italian spelling)
13. last name of the first Latin American woman poet to win the Nobel Prize?
14. first emperor of Roman Empire
15. name for soap opera in Spanish
27. Last name of the famous 19th century Cuban poet
17. surname of the author of La Boheme
19. birthplace of la cumbia
20. Asunción is the capital city of which nation?
21. famous Spanish cheese from La Mancha
24. "The Eternal City"